

# STATE NORMAL SCHOOL

AT BRIDGEWATER, MASS.

## CATALOGUE AND CIRCULAR.

Fifty-seventh year, ending Aug. 31, 1897.

♦♦ Terms 128 and 129. ♦♦



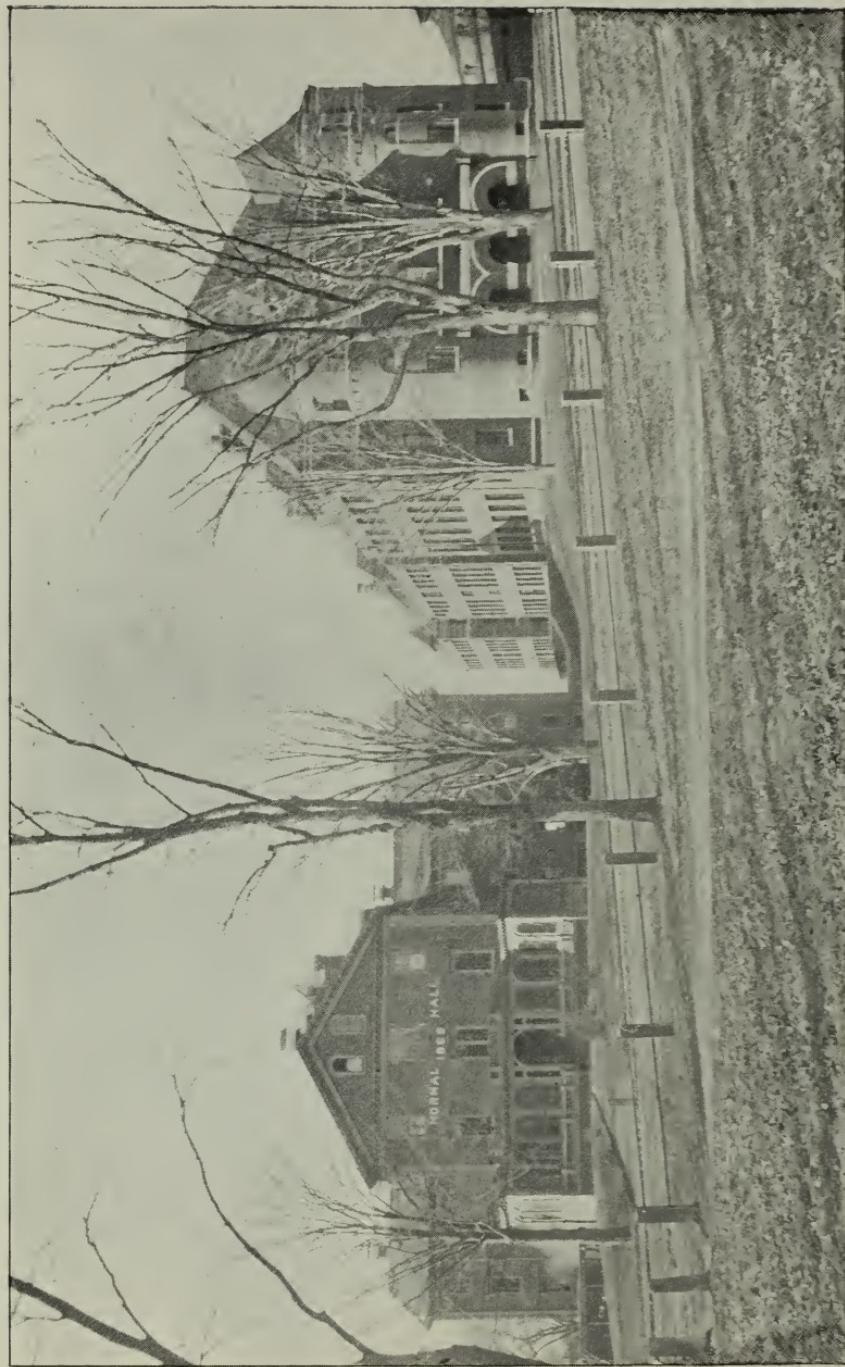
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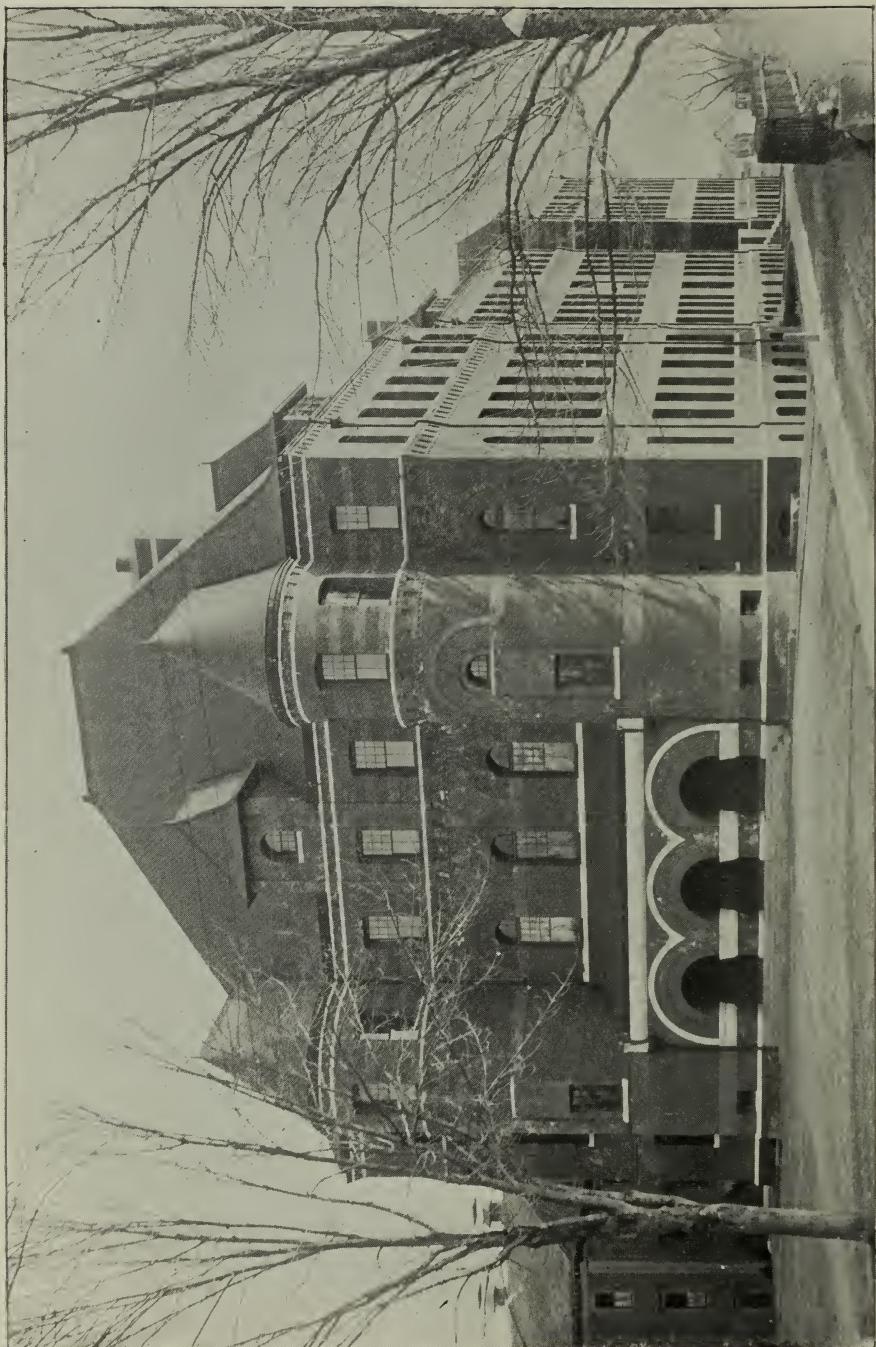


RESIDENCE HALL.

STATE NORMAL SCHOOL.



STATE NORMAL SCHOOL.



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# STATE BOARD OF EDUCATION, 1897.

ESTABLISHED IN 1837.

## *EX OFFICIO.*

HIS EXCELLENCY ROGER WOLCOTT, *Governor.*

HIS HONOR W. MURRAY CRANE, *Lieutenant-Governor.*

## *BY APPOINTMENT.*

				Term expires.
MILTON B. WHITNEY, A.M.	.	.	Westfield	May 25, 1897.
GEORGE I. ALDRICH, A.M.	.	.	Newtonville	May 25, 1898
ELMER H. CAPEN, D.D.	.	.	Somerville	May 25, 1899.
ELIJAH B. STODDARD, A.M.	.	.	Worcester	May 25, 1900.
GEORGE H. CONLEY, A.M.	.	.	Boston	May 25, 1901.
Mrs. ALICE FREEMAN PALMER	.	.	Cambridge	May 25, 1902.
JOEL D. MILLER, A.M.	.	.	Leominster	May 25, 1903.
Mrs. KATE GANNETT WELLS	.	.	Boston	May 25, 1904.

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HENRY T. BAILEY	.	.	.	.	.	.	North Scituate.
L. WALTER SARGENT, <i>Assistant</i>	.	.	.	.	.	.	Springfield.
JAMES W. MACDONALD, A.M.	.	.	.	.	.	.	Stoneham.

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BESSIE LOUISE BARNES.  
*Physiology, Physical Training.*

LILLIE EVELINE MERRITT.  
*Assistant in Drawing.*

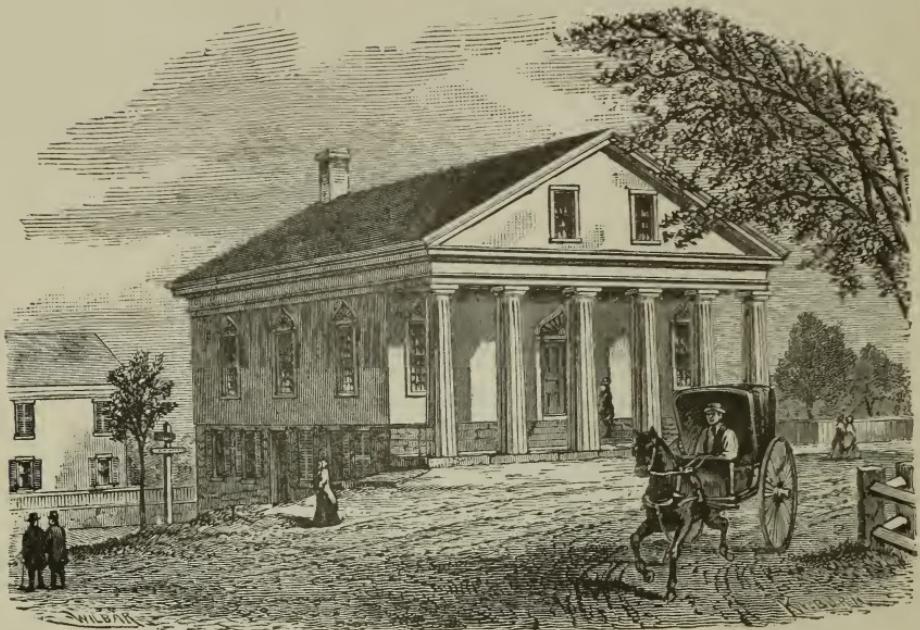
## MODEL SCHOOL.

LILLIAN ANDERSON HICKS, Principal.  
ADELAIDE REED.                            MARY LUCINDA WALLACE.  
MARTHA MAY BURNELL.                    SARAH WHEATON TURNER.  
NELLIE MABEL BENNETT.                    ALICE VICTORIA WINSLOW.  
MARTHA WILLIAMS ALDEN.                    FLORA MAY STUART.

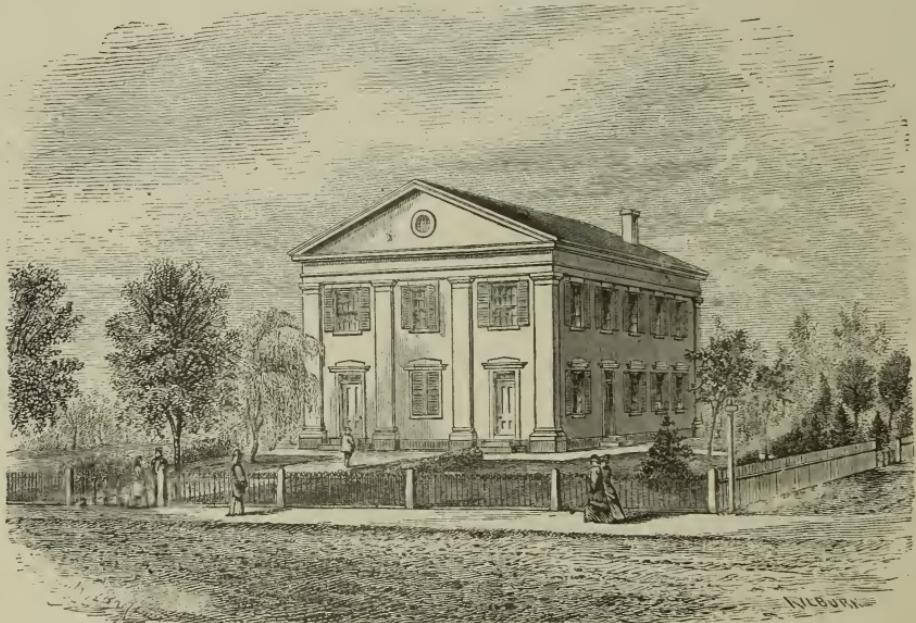
*Kindergarten.*

ANNE MORGAN WELLS.                    FRANCES PLYMPTON KEYES.

\* Away on leave of absence.



OLD TOWN HALL, HOME OF THE SCHOOL THE FIRST SIX YEARS.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.

Erected in Bridgewater, Mass., in 1846.

# STATE NORMAL SCHOOL,

BRIDGEWATER, MASS.

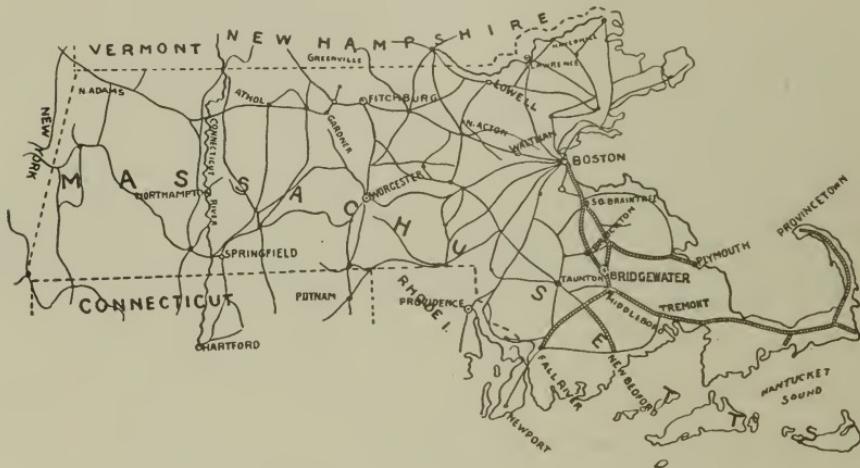
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This school is one of the first three State normal schools on this continent.

Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate for the same purpose an equal amount. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre. Prominent men in Plymouth County spent two years in the endeavor to raise ten thousand dollars for the erection of new buildings for the school. The towns of Abington, Wareham, Plymouth, Duxbury, and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater, whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years, and the next three years the school paid a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of a State normal school in the Old Colony was successfully performed. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils, seven men and three times seven women. It has had only three principals.

### LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of 4,800, is on the Old Colony Railroad, twenty-seven miles south of Boston.



### BUILDINGS AND GROUNDS.

The school building is a large, three-story, massive structure, built of brick and marble, in three sections with connections, thus affording all the advantages for light and air.

In its interior arrangement the building is admirably adapted to its purpose. Ample corridors, easy stairways, commodious wardrobe rooms, lunch rooms, class rooms, study rooms, libraries, laboratories, well-filled cases, Massachusetts room, historic art room, convenient model school class rooms, beautiful kindergarten rooms, playrooms for children, gymnasium, and on the second floor of the first section the assembly hall,—a large, pleasant hall, furnished with reference books and adorned with pictures and memorial tablet, busts of eminent men, and portraits of teachers, most of them the gifts of graduates of the school,—make it one of the most attractive and best-equipped normal school buildings in the country. The building is well supplied with water, efficiently heated and ventilated by the “fan system,”

has an effective heat-regulating apparatus, an electric time service and an electric light service. It was dedicated on Sept. 3, 1891.

Near by, in the same quadrangle, are the three residence halls, Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station, have a beautiful location near the centre of the village upon a square three acres in extent, and the view from them is very attractive.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports, making an attractive place for healthful recreation. Normal Grove, adjoining the park, including one-half acre, is a fine grove of chestnut trees, affording a delightful summer retreat. South Field, just across the street on the south side, includes two acres of level ground for athletic sports.

#### REQUIREMENTS FOR ADMISSION.

1. AGE.—Candidates for admission to any one of the normal schools must have attained the age of seventeen years *complete* if young men, and sixteen years if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher.

2. TESTIMONIALS.—They must present a *certificate of good moral character*, give evidence of good intellectual capacity, be graduates of a high school whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, *the equivalent of a good high-school education*.

3. RECORD IN HIGH SCHOOL.—Candidates are requested to bring the record of their *standing in conduct and scholarship* in the high school signed by the principal. A good record from the high school is one of the best recommendations the candidate can present.

4. INTENTION TO TEACH.—Candidates must declare their intention to complete the course of study in the school, if possible, to keep the requirements of the school faithfully, and afterwards to teach in the public schools of Massachusetts.

5. FREE TUITION.—To persons thus declaring their intention to teach, tuition shall be free; but persons intending to teach in other States, or in private schools, may be admitted to the normal schools upon paying fifteen dollars a term for tuition, *provided*, their admission does not exclude or inconvenience those intending to teach in the public schools of the Commonwealth.

6. EXAMINATIONS for admission to the normal schools shall take place at the close of the school year in June, and also at the beginning of the school year in September. Private examinations cannot be given. (See calendar.)

New classes shall be admitted to the normal schools only at the beginning of the fall term.

Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible.

#### EXAMINATION FOR ADMISSION.

The written examination will embrace *one paper* upon each of the following groups, with a maximum time allowance of two hours for each of groups I., II., and IV., and of one hour for each of groups III. and V.:—

I. **Languages.** (a) ENGLISH.—The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. The topics and questions will be so prepared that any candidate may expect to meet them who has mastered a majority of the works assigned for reading and for study and practice, the selection to be made by the candidate.

*No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, idiom, or division of paragraphs.*

I. **Reading and Practice.**—A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors.

The books set for this part of the examination will be:—

1897. Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Hawthorne's *Twice Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1898. Milton's *Paradise Lost*, Books I. and II.; Pope's *Iliad*, Books I. and XXII.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar*

of Wakefield; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

2. *Study and Practice.*—This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form, and structure, and the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be:—

1897. Shakespeare's *Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Life of Samuel Johnson*.

1898. Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *Flight of a Tartar Tribe*; Tennyson's *The Princess*.

(b) One only of the three languages, *Latin*, *French*, and *German*. The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language.

**II. Mathematics.** (a) ARITHMETIC.—The subject as given in a good grammar-school course.

(b) ALGEBRA.—The subject through affected quadratic equations involving one unknown quantity.

(c) GEOMETRY.—The elements of plane geometry and original work both with theorems and problems.

**III. History and Geography.**—The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

**IV. Sciences.** (a) PHYSICAL GEOGRAPHY.—The elements of this subject as presented in the study of geography in a good grammar-school course.

(b) PHYSIOLOGY AND HYGIENE.—The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics, and stimulants upon the human body.

(c), (d), and (e) PHYSICS, CHEMISTRY, AND BOTANY.—The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools.

**V. Drawing and Music.** (a) DRAWING.—Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also, any one of the three topics, form, color, and arrangement.

(b) MUSIC.—The principles of musical notation which an instructor should know in teaching singing in the schools, with ability to sing, if practicable.

*If the work of a good high-school course, either the college preparatory or the general course, has been well done the candidate should have no difficulty in meeting the requirements of the examination in subject-matter.*

#### ORAL EXAMINATION.

The candidate will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to him and the school, at the discretion of the examiners. Any work that the candidate has done in connection with any of the groups that are set for examination may be offered, such as the following:—

1. A book of drawing exercises,—such a book as one might prepare in following the directions in “An Outline of Lessons in Drawing for Ungraded Schools,” prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.
2. Any laboratory note-book that is a genuine record of experiments performed, data gathered, or work done.
3. Any essay or article that presents the nature, successive steps, and conclusion of any simple, personally conducted investigation of a scientific character.
4. Any exercise book containing compositions, abstracts, analyses, or other written work that involves study in connection with the literature requirements of the examination.

These records should be countersigned by the principal under whom the work was done.

#### THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week near the middle of each term, with daily sessions of not less than five hours per day for five days in the week.

#### DESIGN OF THE SCHOOL.

The design of the normal school is to train teachers for the public schools of the Commonwealth. To accomplish this end there must be:—

The inspiration of its students with the spirit of the true teacher.

The analysis of the subjects to be used as a means in teaching, to learn why and how these are to be used.

The educational study of man, body and mind, for the principles and method of education.

The study of the art of teaching, school organization and government, school laws, and the history of education.

Observation and teaching in the “Model School.”

## COURSES.

### THE TWO YEARS' COURSE.

1. The Educational Study of Man for the principles of education; the art of teaching; school organization; school government, and the history of education.
2. The analysis of the following subjects for knowledge of the principles, the method of teaching, and the educational value of each:—
  - a. **Mathematics.** — Arithmetic and Book-keeping, Elementary Algebra, and Geometry.
  - b. **Nature Studies.** — Minerals, Plants, Animals, Physical Force, Chemical Force, Geological Agencies, Geography, The Human Body, Physical Training, and Manual Training.
  - c. **Language.** — English, Reading, Grammar, Rhetoric, Composition, Literature, Drawing, Vocal Music.
  - d. **History.** — Civil Polity of Massachusetts and the United States, and the School Laws of Massachusetts.
  - e. Observation and Practice in the Model School.

The graduates of this course are in quick demand for teaching in primary and grammar grades.

### THE THREE YEARS' COURSE.

This course includes the subjects of the two years' course, with electives from the advanced studies of the four years' course. It also gives opportunity for more extended practice in the model school. This broader preparation fits the graduates from this course for the better positions in primary and upper grammar grades, and for departmental teaching in these grades. It also meets the wants of those who need to take more time for the completion of the two years' course.

### THE FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the two years' course and the following subjects for the same ends:—

- a. **Mathematics.** — Algebra, Geometry, Trigonometry, and Surveying.
- b. **Science.** — Physics, Chemistry and Mineralogy, Botany, Zoölogy, Geology, Astronomy.
- c. **Language.** — Reading, Drawing, English Literature, Latin and French required; Greek and German, as the principal and visitors of the school shall decide.
- d. **History.** — General History, History of Education.

This course fits the graduates from it to be principals of grammar schools and of some high schools, principal's assistants, and assistants in high schools; and not a few after successful experience in teaching have become superintendents of schools, and teachers in normal schools.

**ADVANCED COURSE FOR COLLEGE GRADUATES.**

The subjects of the advanced course of study for two years are as follows:—

The Educational Study of Man, science and art of teaching, school organization, school discipline, history of education, school laws of Massachusetts, method of teaching the following subjects:—

**Language and Literature.**—English, French, German, Latin, and Greek.

**Mathematics.**—Arithmetic, Algebra, Geometry, Trigonometry, and Surveying.

**Science.**—Chemistry, Physics, Astronomy, Physical Geography, Geology, Mineralogy, Botany, Zoölogy, Physiology.

**History, Drawing, Vocal Music, Physical Culture, Manual Training.**

Persons of exceptional maturity, of a high standing in college, and who give evidence of superior scholarship and special aptness to teach, may, with the approval of the principal of the school and the Board of Visitors, select from the above curriculum of study a course which may be completed in *one year*, and when such course is successfully completed they shall receive a certificate for the same. The requirement for admission to the advanced course of two years shall be a college course or its equivalent.

Separate classes are formed in this department. The work is adapted to the special needs of the class. All the facilities of the normal and model school are available. The graduates from this department have all found good positions.

**SPECIAL COURSES FOR TEACHERS.**

Teachers of five years' experience in teaching, who bring satisfactory recommendations, may, with the consent of the principal and of the Board of Visitors, select a course, including the course in the Educational Study of Man, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Graduates of this course have been in quick demand.

Graduates of normal schools may select a post-graduate course of one or two years, including the Educational Study of Man.

**KINDERGARTEN.**

The kindergarten course requires not less than two years for its completion. One year of study and training in the two years' course, including the Educational Study of Man and those studies which are essential to kindergarten work, and one year of practical work with the children and in the theory and history of the kindergarten. Students well prepared to enter upon this course may complete it in two years, but a longer time is needed in most cases to make one competent to be principal of a kindergarten, which is one of the most responsible positions in the whole range of teaching. It is very desirable that the student should have the full two years' course and one year added for the special kindergarten training.



ASSEMBLY HALL. (From the rear.)



ASSEMBLY HALL. (From the front.)



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## RANGE OF STUDIES IN THE TWO YEARS' COURSE.

### FIRST TERM.—JUNIOR CLASS.

ELEMENTARY PSYCHOLOGY, so long as is necessary to indicate distinctly the principles and the method of the teaching in the school.

### MATHEMATICS.

ELEMENTARY GEOMETRY, 5.\*—The analysis of the subject to show what it includes. The properties and relations and classification of lines, angles, surfaces, and volumes to teach the order and method of studying geometrical forms. The adaptation of lessons to different grades and relation to drawing and arithmetic. The original demonstration of propositions concerning lines and angles, rectilinear figures, ratios and proportions, the relation of rectilinear figures to circles, to teach the method of finding general truths and their applications. Each pupil teaches and directs class exercises.

### NATURE STUDIES.

PHYSICAL FORCE, 4.—Properties of matter; force and motion; molecular forces; gravitation; heat; light; sound; magnetism; electricity; to teach the method of careful experimental work, and to furnish material for laying out lessons for grammar grades. Each student performs experimental work, applies the principles taught in the explanations of natural phenomena and the construction of machines, and conducts class exercises. *Maximum Work.*—Supplementary experiments in physical measurements.

CHEMICAL FORCE, 4.—The most important elements and their compounds to teach the method of careful experimentation. The chemistry of common life; combustion, decay, fermentation, respiration, foods, dyeing, bleaching, poisons, metals and their uses, as material for laying out science lessons in grammar grades. Each student prepares simple apparatus, performs experimental work, makes the applications, and directs class exercises.

MINERALS, 2.—Typical minerals, rocks and soils, their varieties and classification. Laboratory exercises to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections to familiarize students with the material to be used in schools. Adaptation of lessons to the different grades and relation to geography. Each student is furnished with needed appliances and with specimens of each of the minerals studied. *Maximum Work.*—Laboratory exercises to teach the method of analyzing minerals by blow-pipe and chemical tests.

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\* The figure after the name of the study indicates the number of lessons a week in that study.

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INDUSTRIAL LABORATORY, 2.—The materials for construction, (1) *Wood*,—structure, composition, seasoning, grain, strength, defects. (2) *Fastenings*,—nails, tacks, screws, glue, pins, wedges, dowels. (3) *Tools and how to use them*,—bench, measuring and lining tools, saws, cutting tools, miscellaneous tools and appliances. *The Construction of Apparatus*.—The pieces to be owned by the pupil and used in school studies, graded according to the difficulty in making; first, the study of the model,—later, the invention of the thing to be made; second, making an accurate working drawing; third, study of materials and tools to be used in reproducing the object; fourth, construction at the bench from the working drawing. The object of all the work is to teach the thoughtful use of the hands in expressing ideas by drawing and construction. Each pupil does the work.

#### LANGUAGE.

ELEMENTARY ENGLISH, 2.—The analysis of language to show what it is. The elements, formation, and primary meaning of words, spoken and written; the acquisition and expression of ideas from objects and pictures; narrative and descriptive expression; elementary composition; letter writing; the use of grammatical forms and punctuation; to teach how to train pupils in the use of language in the different grades of school work.

DRAWING, 2.—Taught as a means of acquiring the power to draw and to teach drawing in connection with any study. Pictorial drawing. Principles of foreshortening,—circles. Principles of convergence,—one set of retreating edges; two sets.

VOCAL MUSIC, 4.—Musical tones and their expression to teach the method of training pupils to the right use of the voice in singing at sight in all the keys. The laying out of lessons for different grades and chorus singing. Each pupil conducts class exercises.

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### SECOND TERM.—EX-JUNIOR CLASS.

#### MATHEMATICS.

ARITHMETIC, 3. *Elementary Course*.—The numbers to one thousand, with the expression, the operations upon, and the relations of, the numbers, for the method of laying out the lessons and teaching in the primary grades. *Scientific Course*.—The analysis of the subjects to show what parts shall be used in teaching. The study of the system of numbers, the expression, operations upon, and relations of, all numbers, for the principles of the subject, and the method of laying out and teaching the subject in grammar grades. Each pupil conducts class exercises.



LABORATORY FOR ANALYTICAL CHEMISTRY.



PHYSICAL LABORATORY.



ELEMENTARY ALGEBRA, 4.—The analysis of the subject to show what it includes. The notation, numerical processes, the use of the processes in simple equations, for the principles of the subject, and the method of laying out lessons and teaching the subject. Its relation to arithmetic. Each pupil conducts class exercises.

#### NATURE STUDIES.

PLANTS, 2.—Laboratory exercises on the methods of teaching, (1) how plants grow, (2) parts of plants, their structure, function and adaptation, (3) the range of plant forms from the simplest types to the complex, (4) the principles of grouping plants into families, analyzing plants, and arranging an herbarium. Uses of plants, application to geography.

PHYSIOLOGY AND HYGIENE, 3.—The human body as a whole, its external and structural parts, general plan of the body, the general structure of the limbs and walls, and the different systems of the body,—digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular, and nervous. The structure of the human body, its different systems, their functions, the conditions of health.

The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, the dissection of specimens from the lower animals, and the microscopic examination of the various tissues of the body. Students prepare and conduct class exercises.

#### LANGUAGE.

VOCAL CULTURE AND READING, 2.—The proper carriage of the body in sitting, standing, walking, talking, and reading; enunciation, articulation, pronunciation, and quality of voice, and reading, for the method of teaching.

GRAMMAR, 5. *Elementary Course.*—The sentence and its parts; plurals of nouns; agreement of subject and verb; possessive cases of nouns; personal pronouns; number and gender of personal pronouns; relative pronouns; case forms of pronouns; comparison of adjectives; pronominal adjectives; the article; principal parts of the verb; subjunctive mode; right use of tense forms; use of shall and will; adverb; propositions; arrangement of parts of the sentence; kinds of sentences, for the method of teaching the use of these grammatical forms. *Secondary Course.*—The analysis of the subject. The sentence and its parts; classes of words in a sentence or parts of speech; kinds and parts of sentences; analysis of sentences, for the principles of construction, and the method of arranging lessons and teaching in different grades. Students prepare and conduct class exercises.

DRAWING, 4.—Pictorial drawing. (1) Principles of foreshortening,—concentric circles; principles of convergence, use of diagonals; relation of axes. (2)

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Application of the principles to the illustration of the study of plant life in the primary and grammar schools.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; squad drills conducted by students. (2) Study of the principles of educational gymnastics and their application in the Ling system. (3) Emergency lessons, — bandaging, transportation.

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### THIRD TERM.—SUB-SENIOR CLASS.

#### MATHEMATICS.

ARITHMETIC, 4. — Applications of arithmetic; commercial papers; and mensuration, for the method of teaching. The preparation of apparatus and conducting class exercises by the students. Book-keeping, — exchange of property; accounts, four forms, double and single entry, for the principles and method of teaching.

#### NATURE STUDIES.

ANIMALS, 2. — Laboratory and field exercises to teach the method of studying and teaching animals, — their habits, parts (structure and function), development and adaptations. Special emphasis on insects, birds, and domestic animals in preparation for the course of Nature Study in the grades. Application to the study of geography. *Maximum Work.* — More extended study of marine life, microscopic examination of minute parts, general summary of animal kingdom.

GEOGRAPHY, 5. *Elementary Course.* — Field work and laboratory exercises to teach the method of studying and teaching (1) Geographical objects, — relief forms, drainage forms, coast forms, forms of water, winds, climate, soil, productions, people, their expression by map symbols and map reading. (2) The earth as a whole, — form, rotation, land and water divisions, coast, relief, drainage, climate, soil, production, people. Especial attention is given to emphasizing the simple yet broad relations by which the earth is the home of man. (3) The continents are studied in the same general order. Simple geological phenomena which make clear how the continents affect life, and man's efforts to advantageously adjust conditions to his progress are carefully considered. (4) The leading nations are studied to indicate the connection of history and geography. Industrial and commercial conditions and their effect on national and international relations are made prominent. *Scientific Course.* — Definition and division of geography; the form, size, and motions of the earth; distribution of light and heat; comparison and classification of land, water, atmospheric forms; life of the continents. Causes of the relations which the earthly forms hold to man. The relations of the other sciences to geography. Original investigation, preparation of apparatus, and class teaching in both courses.



LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.



LABORATORY FOR MINERALOGY AND GEOLOGY.



PHYSICAL TRAINING, 2.—In the gymnasium, on the basis of the Ling system. (1) Practical work in the gymnasium; squad and class drills conducted by students. (2) Study of the principles and applications of educational gymnastics with especial attention to the effects of gymnastic exercises (3) Emergency lessons,—checking the flow of blood, resuscitation, transportation.

#### LANGUAGE.

VOCAL CULTURE AND READING, 3.—Physical exercises; quality of voice, modulation, and expression; and reading, with special reference to teaching in different grades.

RHETORIC, 3.—Perception; memory and imagination; taste; the novel, wonderful, and picturesque; beauty and sublimity; wit, humor, and ridicule; figures of words for the elements of rhetoric. The analysis of the subject to show its contents; figurative language and style for the principles which govern the right use of language, and the method of teaching these. Writing compositions. Each student conducts class exercises.

DRAWING, 2.—(1) Application of the principles of pictorial drawing to the illustration of the study of geometry, arithmetic, physics, animal life, geography, history, literature in common school work. (2) Color. (3) Historic ornament. (4) Design. (5) Working drawing.

#### HISTORY AND CIVIL GOVERNMENT, 4.

Myths and historical stories for primary grades, reading of history in intermediate grades, how to study and teach the different phases of history in grammar grades. Study of English institutions as a preparation for United States history. Preparation of maps and tables, use of pictures, and study of sources of history. Practice in conducting drill exercises and discussions. Elementary lessons on the facts and principles of civil government. *Maximum Work*.—Development of the constitutional government of Massachusetts and the United States.

The work is conducted in the library of history and literature to teach how to use a library.

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#### FOURTH TERM.—SENIOR CLASS.

##### NATURE STUDIES.

ELEMENTARY GEOLOGY, 5 (for the half term).—Laboratory exercises and field work for the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections and prepares class exercises.

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NATURE STUDY.—Preparation of a course of lessons on nature study and elementary science in connection with the work in the training department.

PHYSICAL CULTURE, 2.—On the basis of the Ling system. (1) Practical work in the gymnasium; class drills conducted by students. (2) Study of the principles and applications of educational gymnastics, with special attention to teaching under public school conditions. Observation of and practice in teaching children. (3) Emergency lessons,—application of temporary splints and review of resuscitation. Checking flow of blood, bandaging, and transportation.

#### LANGUAGE.

VOCAL CULTURE AND READING, 4.—Physical exercises; vocal exercises for expression; gesture; reading; teaching; and laying out the course in reading for different grades.

ENGLISH LITERATURE, 5 (for the half term).—History of the English language. Poetry,—simple narrative and lyrical poems; *Idyls of the King*; *Deserted Village*; *Paradise Lost*. Prose,—essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

#### THE EDUCATIONAL STUDY OF MAN, 11.

THE BODY for the laws of physical health, strength, and beauty, as conditions for the activity of the mind.

THE MIND in the three modes of its activity; the intellect; the sensibilities; the will and the moral nature. The subject is taught from the facts of the student's consciousness, the observation of other minds, and reading. The end sought is the knowledge of the conditions and products of the mind's activity, and the ability to use this knowledge in the education of children.

THE STUDY OF THE SCIENCE AND ART OF TEACHING.—Principles of education, as derived from the study of man. The art of teaching. Requisites for exciting right activity in the school,—knowledge of the mind, the pupil, the subject; selection and arrangement of subject-matter; method of teaching; language, voice and manner of the teacher; means of making the teacher impressive; object and method of criticism; teacher's preparation. Course of studies arranged for the different grades; method of teaching in the studies of the course, and practice with children.

SCHOOL ORGANIZATION.—What it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

SCHOOL GOVERNMENT.—What government is and what government requires in the governor and in the subject. What school government is; the teacher's



HISTORY AND LITERATURE LIBRARY.



PEDAGOGICAL LIBRARY.



right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

HISTORY OF EDUCATION. SCHOOL LAWS OF MASSACHUSETTS.

Observation and Practice in Teaching in the Model School.

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#### FIFTH TERM.

The amount of work in this course is so large that sufficient practice in teaching cannot be secured in the time now assigned to it. Students are earnestly recommended to take a fifth term, most of which shall be spent in teaching in the different grades of the model school and in careful discussion of their work. Those who successfully complete this term will receive an added certificate.

Successful experience in teaching is a strong recommendation.

## RANGE OF STUDIES IN THE FOUR YEARS' COURSE.

(Including maximum work in subjects of two years' course.)

### FIRST YEAR.—FIRST TERM.

**Mathematics.** ELEMENTARY GEOMETRY, 5. — Outline in two years' course.

**Nature Studies.** MINERALS, 2. — Outline in two years' course.

**Language.** LATIN, 5. — The object in this study is to acquire the ability to understand, read, and teach the language. Method of teaching inflections. Method of teaching two books of Cæsar. Practice in teaching.

FRENCH, 5. — The object in this study is to understand, speak, and teach the language. Methods of teaching, and study; with a child, as a vernacular, — by hearing and understanding, speaking, reading, and writing the language; with a person, as a second language, — reading, hearing and understanding, speaking and writing. *Maximum.* — Reading, narration, and conversation.

DRAWING, 2. VOCAL MUSIC, 4. ELEMENTARY ENGLISH, 2. — Outlines in first term, two years' course.

### FIRST YEAR.—SECOND TERM.

**Mathematics.** ALGEBRA, 5. — Outline in two years' course.

**Nature Studies.** PHYSICAL FORCE, 4. — Work in two years' course. In addition, careful experiments in weighing and measuring, in the verification of physical laws, and in investigation of the properties of particular bodies or substances, with the graphical expression of results. Practice in the original preparation and presentation of subjects.

CHEMICAL FORCE, 4. INDUSTRIAL LABORATORY, 2. — Outlines in two years' course.

**Language.** LATIN, 5. — Method of teaching. Cæsar and Cicero.

FRENCH, 5. — Reading, narrative, conversation. Method of teaching. Advanced reading.

### SECOND YEAR.—FIRST TERM.

**Mathematics.** ARITHMETIC, 4. — Outline in second term, two years' course.

**Nature Studies.** PLANTS, 2. PHYSIOLOGY, 4. — Outlines in second term, two years' course.

**Language.** ENGLISH GRAMMAR, 5. VOCAL CULTURE AND READING, 2. DRAWING, 2. — Outlines in second term, two years' course.

LATIN, 4. — Method of teaching. Cicero and Ovid.

**Physical Culture** 2. — Outline in second term of two years' course.



KINDERGARTEN.



DRAWING.



**SECOND YEAR.—SECOND TERM.**

**Mathematics.** ARITHMETIC AND BOOK-KEEPING, 4. — Outline in third term, two years' course.

**Nature Studies.** ANIMALS, 2. GEOGRAPHY, 5. — Outline in third term, two years' course.

**Language.** VOCAL CULTURE AND READING, 3. DRAWING, 3. — Outlines in third term, two years' course.

LATIN, 5. — Method of teaching. Virgil and Tacitus.

**History and Civil Government,** 4. — Outline in third term, two years' course.

**Physical Culture,** 2. — Outline in third term of two years' course.

**THIRD YEAR.—FIRST TERM.**

**Mathematics.** GEOMETRY, 4 (for half term). — Planes, volumes, plane loci, and conic sections, for the principles of the subject and the method of teaching. Making the objects for demonstrations, representing on a plane surface. Original demonstrations.

ALGEBRA, 4 (for half term). — Quadratics, progression, series; theory of equations, for the principles and the method of teaching.

**Science.** PHYSICS, 4. — Acoustics, optics, magnetism and electricity, with laboratory practice by each pupil. Laying out subjects; preparation of apparatus, teaching, and acquaintance with best books in physics.

**Language.** LATIN, 5. — Method of teaching. Virgil and Livy.

GERMAN, 5. — Object and method same as in French.

GREEK. — May be taken. Xenophon and Iliad.

RHETORIC, 4. — Outline in third term, two years' course.

VOCAL CULTURE AND READING, 4. — Outline in fourth term, two years' course.

**Physical Culture,** 2. — Outline in fourth term, two years' course.

**THIRD YEAR.—SECOND TERM.**

**Science.** CHEMISTRY, 4. — Principles of chemical force as derived from the elementary laboratory work, supplemented by reading and applied in problems. Qualitative analysis of inorganic and organic compounds, use of blow-pipe and liquid reagents, preparation of schemes of work and chemicals. Quantitative analysis (for maximum students), solids and water analysis, to teach the method; gravimetric and volumetric analysis.

MINERALOGY. — In connection with chemistry. Examination and analysis of groups of minerals, *e. g.*, elements, sulphides, sulphates, silicates, etc.; analysis by use of determinative tables and chemical tests, classification of minerals.

ZOOLOGY, 4.—Laboratory study of the animal types; variations of each with its adaptations to environment; plans of development and classification. Special application to teaching at each step of the work.

Language. LATIN, 5.—Method of teaching. Livy and Horace.

GERMAN, 5.—Object and method same as in French.

Drawing, 3. PICTORIAL DRAWING.—In outline; shaded in pencil; shaded in charcoal. Maximum.—Shaded in water color (monochrome). Painting in water color.

General History, 4.—Development of the Oriental, classical and Teutonic nations in their organization, religion, education, art, etc. Each student uses the historical library in the preparation of abstracts of topics for teaching. These form the basis of class discussion. Preparation of outlines, comparative maps, and tables of time, plans for school exercises, practice in conducting discussions. Study of historical pictures in the art room.

Physical Culture, 2.—In gymnasium.

#### FOURTH YEAR.—FIRST TERM.

Language. ENGLISH LITERATURE, 3.—Outline in fourth term, two years' course.

VOCAL CULTURE AND READING, 3.—Expression; gesture; reading; teaching; method of work.

DRAWING, 4.—Orthographic projection. Machine drawing. Architectural drawing. Schools of historic art.

Educational Study of Man, 10.—Outline in fourth term, two years' course.

History of Education. EDUCATIONAL FOUNDATIONS.—The general periods of education, study of the great leaders in educational progress,—facts about their lives, principles taught, applications made, and results. History of educational development in England, United States and Massachusetts. The library method of study is used in this subject.

School Laws of Massachusetts, 1. Physical Culture, 2.—In gymnasium. Conducting class exercises.

Practice in Model School.

#### FOURTH YEAR.—SECOND TERM.

Mathematics. TRIGONOMETRY, 4 (for half term).—Plane and spherical, surveying.

Science. BOTANY, 4 (for half term).—Plant structure,—the vegetable cell and its products, micro-chemical examination; tissues and tissue systems, how these tissues are combined in plants. Daily microscopical study of illustrative slides and of sections prepared by pupils. Plant life,—composition of plants, sources of food materials, mode of obtaining them, processes within the plant, experimental study of conditions which affect plant life. Morphology of parts



MODEL SCHOOL. (Upper Grammar.)



MODEL SCHOOL. (First Primary.)



of the plant,—generalized forms and the modifications which they undergo.  
Arrangement of lessons and method of work.

Classification of plants. Types in each division of plant kingdom, differences in mode of reproduction, in manner of growth, in structure.

GEOLOGY, 4.—The course under nature studies in fourth term, two years' course. Method of laboratory study of rocks and fossils of different periods, field work on the local geology of the State, reading of the best authorities on geological theories. Preparation of maps and of other material for teaching.

ASTRONOMY, 4.—Phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions and the causes of the phenomena. Students have the aid of a telescope with four-inch object glass in this study.

**Language.** ENGLISH LITERATURE, 4.—The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors. The lives of the authors, to discover their relation to their times. The works which best illustrate each author for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

DRAWING, 4.—Geometric drawing,—machinery. Decorative drawing, including historic art,—three mediæval schools; constructive and decorative design. Pictorial drawing,—light and shade, color, still life, plant forms. Outline of a course in drawing for high schools. The drawings made during the two terms illustrate this course.

VOCAL CULTURE AND READING, 4.—Expression; reading Shakespeare; teaching; method of work.

**Practice in Model School.**

Physical Culture, 2.—In gymnasium, conducting class exercises.

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### LABORATORIES, ART ROOM, AND LIBRARIES.

The institution has seven laboratories, furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences.

**Physical Laboratories.**—In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged with accommodations for sixty students to work at the tables. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

**Chemical Laboratories.**—The department of chemistry has two laboratories, with a room adjoining for the instructor. One, for the elementary course, is arranged with accommodations for sixty students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class, thus combining the laboratory and class-room. The other, for the advanced

analytical work, qualitative and quantitative, is arranged with accommodations for thirty students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

**Mineralogical and Geological Laboratory.**—This room is arranged for fifty students to work at the tables at one time. The tables are furnished for physical and chemical tests, and blow-pipe work. It is provided with three sets of specimens: one set of working specimens, containing a collection of minerals for each student to use at the table; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

**Biological Laboratory.**—This laboratory is arranged for the study of botany, zoölogy and physiology, and includes two rooms, arranged for students to work at the tables, each having his place for dissection and microscopic work. Each room contains three collections of typical specimens—the working collection, the comparative collection and the classified collection—and stands for microscopic work. The collections in all the departments are arranged and labelled for constant use by the students. The aim is to make the collections complete for the State. All contributions will be put to constant use.

**Geographical Laboratory.**—This laboratory is equipped with a thirty-six inch globe, slated globes, individual globes, the latest and best physical and political maps, for all grades of work, several thousand pictures classified for class use, models of the continents and Massachusetts, modelling boards, productions in both the raw and manufactured states. Results of class work, both of normal students and the children, are mounted in a form available for class and individual study.

**Industrial Laboratory.**—In this laboratory the students are taught to use tools in making sets of apparatus for use in the different studies of the course, which enable them to secure inexpensive apparatus for their own schools. It is furnished with carpenter's benches and sets of tools, and a turning lathe with a circular saw and jig saw attachment.

**The Drawing Room** is furnished with fine examples of casts and models, for teaching in the various departments of drawing.

**Library.**—The school has a valuable library of books for reference, with a card catalogue arranged for direct use in the studies of the course. The library is arranged in two large rooms, one containing books on history and literature, arranged with tables for research on the library plan, the other arranged for pedagogical study. Each department of the school also has its own library arranged for consultation.

**Historic Art Room.**—This room contains pictures to be used in teaching the development of art.

INDUSTRIAL LABORATORY.





GYMNASIUM.





#### THE MODEL SCHOOL.

The purpose of the model school is to exemplify the mode of conducting a good public school, and to train the normal students in observing and teaching children. It occupies nearly one-third of the school building, is under the general supervision of the principal of the normal school, the direct supervision of the vice-principal, and includes the ten grades — the kindergarten, four primary and five grammar — of the public school in the centre of the town. The school has a principal, and a regular teacher for each room.

The normal students have a special course in practical child study conducted by the principal of the training department. They learn how to study individual children, under careful direction, and make reports on their study. The course includes an observation of all the details of school work in different grades with a discussion of the same. After this the students serve as assistants, teach classes in different subjects, and have practice in departmental teaching. The last year of the normal course is used for this work.

#### PRINCIPLES AND METHOD OF THE SCHOOL.

**PRINCIPLES.** — The ultimate object of the normal school is to make the normal student, as far as possible, an educator.

Teachers have the organization, the teaching, and training of the schools committed to their hands. They direct and control the activities of the children while they are forming habits and laying the foundations of character. The teacher should be able to train the child to the best use of all his power.

The first distinctive principle of normal school work is that *the normal student is to be a teacher*. He is to consider the acquisition of knowledge, the exercises of the school, his own spirit, purpose, manners, and conduct, from the point of view of the educator.

From this point of view he must know the process by which the mind acquires the thing to be learned, must be able to present objects of thought to the learner in such a way as to incite him to right activity. To this end he must make a thorough analysis of each subject in the course of studies and learn how to use it in teaching.

He must be master of the subject, that he may give his attention to the action of the pupil's mind in learning.

The course of studies in the normal school must include the subjects embraced in the course of studies for the public school. In the latter these subjects are studied as a means to general culture; in the former they are studied as educational instruments.

The second distinctive principle is that *the normal student is to be educated for his special work.* He is to be trained to comprehend and apply the principles of education that he may be able to conduct his own school to the education of his pupils.

The principles of education are derived from the study of the action of the human mind and body. The method of teaching is determined by these principles. The mind is developed by the right exertion of its power. The teacher must know how the mind is called into right exertion and the products of this activity; and he must know the pupil as an individual.

Presenting the proper objects of thought to the mind, with the use of such motives as will secure right moral action, occasions right activity and its products, knowledge, power, and good character. The repeated right exertion of the mind in the acquisition and use of knowledge causes the development and growth of the man.

A course of studies is the means to that teaching and training which occasions the activity that causes the development of the mind. The course needed for this purpose is a series of subjects logically progressive and adapted to the order of mental development. It includes studies for training the perceptive power, the memory, and imagination in the acquisition and expression of distinct ideas of individual objects, as the basis of the studies for training the reflective power in the acquisition and expression of general ideas and truths, and knowledge systematically arranged.

**THE METHOD.**—The students are led through the analysis of the subject for knowledge of its principles with special reference to teaching. Reviews of daily lessons are made to fix the thoughts in the mind by repetition, and to connect the lessons. The main division of a subject is reviewed to show the relation of its parts. The subject as a whole is reviewed to show the relations of all the parts.

In the common school studies the outline is divided into the *elementary course*, in which the work is laid out in detail for each year of the primary grades, and the *secondary course*, extending on through the higher grades.

The students are taught *how to acquire the knowledge* of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to *present* to the class the results of their study, with criticism by the class and the teacher. After the presentation, the class is thoroughly questioned on all the important points in the lesson.

The students are taught *the method of teaching a class* in the subject by being taught parts of the subject, and, after they have studied the lesson, examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, a part of the subject is assigned to the student without being previously taught, and he is required to study the subject, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all kinds of class work.

The students observe the teaching of the subjects in the elementary course by the regular teachers in the model school.

The students thus learn to teach and train by teaching and training under intelligent and sympathetic supervision. The presenting and teaching by the students secure the most thorough consideration of the lessons; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. It gives the student command of himself, of the subject, of the class, makes him self-reliant, develops his individuality.

All the class exercises, from the beginning of the course, are conducted upon the principles and by the method that have been indicated. The school is a normal training school in all its course.

After the students have been trained in this way to teach, in as full a measure as the time will allow, they come to the educational study of man, and there learn the philosophy of their work by find-

ing in the study of the body and mind the principles which underlie the method they have learned to use.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

#### DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the Faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

#### GRADUATION, EMPLOYMENT.

The daily work in each study must be satisfactory to enable the student to advance to the studies next in order.

Diplomas are given for the two years', the three years', or the four years' course to those students who have satisfactorily completed the studies of the prescribed course. Certificates are given to college graduates who take the advanced course, and to students who take special courses.

REGISTER OF GRADUATES.—A record of the post-office address of each graduate, and what he is doing, is kept, so far as known, that the principal may communicate with him promptly, and aid him to better positions. To facilitate this desirable work each student, before receiving his diploma, is asked to sign the following:—

I hereby agree to report to the principal of the State Normal School at Bridgewater, at least twice a year for three years after my graduation, and once a year thereafter, so long as I continue in the profession of teaching; and when I leave the profession I will report the fact to him and the cause therefor.

The graduates of the school are in quick demand and are engaged in all the grades of educational work.

#### TEXT-BOOKS AND PECUNIARY AID.

The school supplies the text-books in all the studies.

PECUNIARY AID.—The State makes an annual appropriation of four thousand dollars for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses ; but *this aid is not furnished during the first term of attendance.* Applications for this aid are to be made to the principal in writing, accompanied by a certificate, from a person competent to testify, stating that the applicant needs the aid.

RAILROAD TICKETS.—Students living on the line of the railroad, and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates ; if over eighteen, at season-ticket rates.

#### NORMAL SCHOOL SCHOLARSHIPS AT HARVARD UNIVERSITY.

There are eight scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

#### VISITORS.

The school is always open to the public. Parents and friends of the pupils, school committees, superintendents, teachers, and any others who are interested to see its method and work are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

There is no session on Saturday. The sessions are from 9.15 A.M. to 4 P.M., with recess at noon of one hour and twenty minutes.

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## RESIDENCE HALLS.

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Mrs. IDA A. NEWELL, *Matron.*

CHARLES H. BIXBY, *Clerk.*

WILLIAM S. GORDON, *Engineer.*

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The State has erected, furnished, and keeps in repair three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

NORMAL HALL includes the office, family rooms, reception and reading rooms, dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

WOODWARD HALL has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

TILLINGHAST HALL, a fine brick building, completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room has two closets, is supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. In Tillinghast Hall the rooms are supplied with two single beds, in the other halls with one double bed. No pains are spared to make the halls a home for the students. The reading room is supplied with newspapers, periodicals, and books for the use of the students.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The aim is to make these expenses not more than eighty dollars a term for gentlemen, and for ladies not more than seventy-five dollars a term. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

NORMAL SCHOOL BUILDING.



TILLINGHAST HALL.

WOODWARD HALL.

BOYDEN PARK.

NORMAL HALL.



The assignment of rooms is made on the basis that those who have been longest in school shall have precedence in the choice of rooms. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the school is made just before the close of the spring term.

#### PAYMENTS.

Forty dollars is to be paid by each gentlemen and thirty-seven and a half dollars by each lady *at the beginning* of the term; and the same amount for each *at the end of ten weeks* from the beginning of each term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

#### FURNITURE.

Each boarder is required to bring bedding, towels, napkins and napkin ring, and clothes-bags. Each occupant will want, ordinarily, four pillow cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. Students occupying Tillinghast Hall will adapt their bedding to single beds. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

## S T U D E N T S .

**For Year beginning Sept. 10, 1896.**

### POST GRADUATE COURSE.

Churchill, George Morton . . . . .	Boston University . . . . .	<i>East Bridgewater.</i>
Coggins, William Leslie . . . . .	Castine Normal School . . . . .	<i>South Hancock, Me.</i>
Rand, Herbert Leslie . . . . .	Castine Normal School . . . . .	<i>Unity, Me.</i>
Smith, Frederick Franklin . . . . .	Bridgewater Normal School, Bourne.	
Hazen, Mabel Gibson . . . . .	Smith College . . . . .	<i>Shirley.</i>
		Men, 4; women, I.

### SPECIAL COURSES.

Arnold, Agnes F.* . . . .	Teacher . . . . .	<i>North Abington.</i>
Cline, Constance . . . . .	Teacher . . . . .	<i>Concord, N. H.</i>
Dickson, May Louise* . . . . .	Teacher . . . . .	<i>Windsor, Conn.</i>
Fales, Mabel Leavenworth . . . . .	Teacher . . . . .	<i>Norfolk.</i>
Foulds, Gertrude Lester . . . . .	Teacher . . . . .	<i>Taunton.</i>
Griffin, Helen Train . . . . .	Teacher . . . . .	<i>Freeport, Me.</i>
Hart, Alice Bird . . . . .	Teacher . . . . .	<i>Foxborough.</i>
Pond, Carrie Adelaide . . . . .	Teacher . . . . .	<i>Keene, N. H.</i>
Pratt, Sarah Fenella . . . . .	Teacher . . . . .	<i>North Raynham.</i>
Shorey, Marian L.† . . . . .	Teacher . . . . .	<i>Frankfort, Me.</i>
Wells, Emily Hart* . . . . .	Teacher . . . . .	<i>Wethersfield, Conn.</i>
		Men, o; women, II.

### FOUR YEARS' COURSE.

Baker, Murray . . . . .	<i>Bridgewater</i> . . . . .	Entered Feb., 1893.
Brown, Pierce Drew ‡ . . . . .	<i>Fairhaven</i> . . . . .	" " "
Reynolds, Joel Warren ‡ . . . . .	<i>Marblehead</i> . . . . .	" " "
Kelley, Mercy Eldridge ‡ . . . . .	<i>South Chatham</i> . . . . .	" " "
Daniels, Francis Pratt . . . . .	<i>South Natick</i> . . . . .	" Sept., "
Winter, Alfred Robinson . . . . .	<i>Mansfield</i> . . . . .	" " "
Cleveland, Margaret Nancy . . . . .	<i>Rockland, Me.</i> . . . . .	" " "

\* Kindergarten.

† Present second term of year.

‡ Present first term of year.



TILLINGHAST HALL.



Connor, Mabel Annie .	<i>Maynard</i>	.	.	.	Entered Sept., 1893.
Willgoose, Bessie Maude .	<i>Needham</i>	.	.	.	" " "
Buck, Frederic Holden .	<i>Mansfield</i>	.	.	.	" " 1894.
Churbuck, Aton Clifford .	<i>Bridgewater</i>	.	.	.	" " "
French, Charles Hibbard .	<i>Braintree</i>	.	.	.	" " "
Holmes, Fletcher Beach .	<i>Bridgewater</i>	.	.	.	" " "
Hurd, Fred Merrill .	<i>Eastham</i>	.	.	.	" " "
Bassett, Elizabeth .	<i>Bridgewater</i>	.	.	.	" " "
Fisher, Louise Marion .	<i>New York, N. Y.</i>	.	.	.	" " "
Hallet, Georgie Lashbrook .	<i>Yarmouthport</i>	.	.	.	" " "
Lincoln, Clara E. .	<i>Bridgewater</i>	.	.	.	" " "
Mathes, Fannie Pendexter .	<i>Dover, N. H.</i>	.	.	.	" " "
Turner, Alice Bradford .	<i>Bridgewater</i>	.	.	.	" " "
Bentley, Ernest Winthrop .	<i>Bridgewater</i>	.	.	.	" " 1895.
Cushman, Robert, Jr. .	<i>Hanover</i>	.	.	.	" " "
Hawes, George Malcolm .	<i>North Stoughton</i>	.	.	.	" " "
Libby, Ernest .	<i>Bridgewater</i>	.	.	.	" " "
Nickerson, Archer Mills .	<i>Manchester</i>	.	.	.	" " "
Adams, Alice Corinne .	<i>Whitinsville</i>	.	.	.	" " "
Alden, Jane Atwood .	<i>Fairhaven</i>	.	.	.	" " "
Benson, Emma Lothrop .	<i>Somerset</i>	.	.	.	" " "
Foster, Lucy Bryant .	<i>Billerica</i>	.	.	.	" " "
Heath, Effie Florence .	<i>Reading</i>	.	.	.	" " "
Howard, Bessie Willis .	<i>Bridgewater</i>	.	.	.	" " "
Jones, Elizabeth Belle .	<i>Belfast, Me.</i>	.	.	.	" " "
Keith, Bessie White .	<i>Brockton</i>	.	.	.	" " "
Keith, Florence Wilbur .	<i>Bridgewater</i>	.	.	.	" " "
Lanman, Carrie Louise .	<i>Plymouth</i>	.	.	.	" " "
Leavitt, Jeannette May .	<i>Sagamore</i>	.	.	.	" " "
Maxfield, Helen Thomas .	<i>Fairhaven</i>	.	.	.	" " "
Nash, Bessie Franklin .	<i>South Weymouth</i>	.	.	.	" " "
Donovan, Paul Vincent .	<i>Rockland</i>	.	.	.	" " 1896.
Gould, Arthur Linwood .	<i>Rockland</i>	.	.	.	" " "
Hastings, Fred Parker *	<i>Brighton</i>	.	.	.	" " "
Blish, Amy Patterson .	<i>Granby</i>	.	.	.	" " "
Campbell, Emma Eliza .	<i>Goffstown, N. H.</i>	.	.	.	" " "
Dexter, Gertrude Wood .	<i>Mattapoisett</i>	.	.	.	" " "
Fuller, Blanche Genevieve .	<i>Mansfield</i>	.	.	.	" " "
Hayes, Helena Catherine .	<i>Bridgewater</i>	.	.	.	" " "
Jewett, Ida Belle .	<i>North Andover</i>	.	.	.	" " "

\* Present first term of year.

Kimball, Helena Maria . . .	<i>Hingham</i> . . .	Entered Sept., 1896.
Lane, Sara . . .	<i>Barre Plains</i> . . .	" " "
Lincoln, Alice Revere . . .	<i>Hingham</i> . . .	" " "
Mann, Ida Deborah . . .	<i>Scituate</i> . . .	" " "
McMenamen, Sarah Elizabeth .	<i>West Bridgewater</i> .	" " "
Parker, Mary Standish . . .	<i>Middleborough</i> . .	" " "
Remington, Grace Estelle . .	<i>Brockton</i> . . .	" " "
Thompson, Susan Elizabeth .	<i>Goffstown, N. H.</i> .	" " "
Westgate, Helen Mabel . . .	<i>Somerville</i> . . .	" " "
Men, 18; women, 38.		

## INTERMEDIATE COURSE.

Paine, Mortimer Harwood*	<i>Harwich</i> . . .	Entered Feb., 1894.
Bennett, Joseph Herbert .	<i>Cheshire</i> . . .	" Sept., "
Field, George Francis .	<i>Quincy</i> . . .	" " "
French, William Carlton .	<i>Danvers</i> . . .	" " "
Timbie, Burt Neville † .	<i>Pittsfield</i> . . .	" " "
Bartlett, Miriam Gray .	<i>Centre Montville, Me.</i> .	" " "
Lamb, Mrs. Mary Osborne .	<i>Guilford College, N. C.</i> .	" " "
O'Connell, Anna Amanda .	<i>Canton</i> . . .	" " "
Pratt, Georgiana Bird † .	<i>Waltham</i> . . .	" " "
Webb, Alice . . .	<i>Weymouth</i> . . .	" " "
West, Elizabeth Newton .	<i>Provincetown</i> . . .	" " "
Bowen, Arthur Clinton .	<i>Adams</i> . . .	" " 1895.
Hamilton, Walter Irving .	<i>Biddeford, Me.</i> .	" " "
Putnam, Walter Lewis .	<i>Braintree</i> . . .	" " 1896.
Spencer, Hattie Mae .	<i>North Uxbridge</i> . .	" " "
Whitcomb, Susie Eldridge .	<i>Provincetown</i> . . .	" " "
Men, 8; women, 8.		

## TWO YEARS' COURSE.

## CLASS OF SEPTEMBER, 1894.

Birks, Bathsheba † . . .	<i>Fall River</i> .
Bowlard, Lillian May . . .	<i>Santa Barbara, Cal.</i>
Bullard, Charlotte Crosby † .	<i>Worcester.</i>
Merigold, Florence Hathaway † .	<i>Taunton.</i>
Smith, Charlotte Imogen † .	<i>Bourne.</i>
Smith, Grace Louise † .	<i>Dedham.</i>
Wordell, Rachel Minerva † .	<i>North Dartmouth.</i>
Men, 0; women, 7.	

\* Present second term of year.

† Present first term of year.

## CLASS OF SEPTEMBER, 1895.

Rowse, Edward James	.	.	.	.	.	.	<i>Southington, Conn.</i>
Abbott, Edith Abigail	.	.	.	.	.	.	<i>Randolph, Vt.</i>
Abbott, Fannie Linda	.	.	.	.	.	.	<i>Peterboro, N. H.</i>
Anderson, Annie Wilhelmine	.	.	.	.	.	.	<i>Campello.</i>
Barrett, Edith May	.	.	.	.	.	.	<i>Cambridge.</i>
Bates, Eliza Viola	.	.	.	.	.	.	<i>Fall River.</i>
Bemis, Daisy Claire	.	.	.	.	.	.	<i>Atlantic.</i>
Bennett, Clara Louise	.	.	.	.	.	.	<i>Long Plain.</i>
Blake, Emma Frances	.	.	.	.	.	.	<i>Taunton.</i>
Bowen, Rena Miriam	.	.	.	.	.	.	<i>Adams.</i>
Briggs, Bertha May	.	.	.	.	.	.	<i>Plymouth.</i>
Bush, Elizabeth Lincoln	.	.	.	.	.	.	<i>Fall River.</i>
Campbell, Nettie Estella	.	.	.	.	.	.	<i>Townsend.</i>
Clark, Elizabeth Marie	.	.	.	.	.	.	<i>North Easton.</i>
Clift, Emeline Wildes	.	.	.	.	.	.	<i>North Marshfield.</i>
Cowen, Lilian Dunham	.	.	.	.	.	.	<i>Taunton.</i>
Craig, Alice Lilla	.	.	.	.	.	.	<i>Rochdale.</i>
Crosby, Alice Louise	.	.	.	.	.	.	<i>Centerville.</i>
Damon, Bertha Rachel	.	.	.	.	.	.	<i>Marshfield.</i>
Davies, Georgie Frances	.	.	.	.	.	.	<i>Holbrook.</i>
Delaney, Anna	.	.	.	.	.	.	<i>Canton.</i>
Dunbar, Effie Emogene	.	.	.	.	.	.	<i>Wilton, N. H.</i>
Dutton, Maude Mary	.	.	.	.	.	.	<i>Cambridgeport.</i>
Dyer, Bertina	.	.	.	.	.	.	<i>Holbrook.</i>
Eadie, Anne Elizabeth	.	.	.	.	.	.	<i>Blackinton.</i>
Edmands, Cora Leonore	.	.	.	.	.	.	<i>Hopedale.</i>
Enos, Laura Ann	.	.	.	.	.	.	<i>Edgartown.</i>
Farnum, Florence May	.	.	.	.	.	.	<i>Somerville.</i>
Fish, Florence Gertrude	.	.	.	.	.	.	<i>Braintree.</i>
Folger, Della Hillery *	.	.	.	.	.	.	<i>Nantucket.</i>
Fraher, Alice Elizabeth	.	.	.	.	.	.	<i>East Weymouth.</i>
Fuller, Jeannette Belle	.	.	.	.	.	.	<i>New Bedford.</i>
Hall, Sallie Perkins	.	.	.	.	.	.	<i>Bridgewater.</i>
Hartshorn, Florence Saunders	.	.	.	.	.	.	<i>Somerville.</i>
Havey, Rose Frances	.	.	.	.	.	.	<i>East Weymouth.</i>
Hitchcock, Abbie Coolidge	.	.	.	.	.	.	<i>Newton.</i>
Holmes, Lydia Elmore	.	.	.	.	.	.	<i>Plymouth.</i>
Hough, Nettie Pearl	.	.	.	.	.	.	<i>Rochester, N. H.</i>
Hutchings, Mabel Susan	.	.	.	.	.	.	<i>Gloucester.</i>

\* Present first term of year.

Jackson, Frances Alla . . . . .	<i>Gloucester.</i>
Jones, Edith Josephine . . . . .	<i>Brookville.</i>
Jones, Sarah Hoxie . . . . .	<i>West Barnstable.</i>
Keating, Mary Josephine . . . . .	<i>Groton.</i>
Keith, Marian Grace . . . . .	<i>Bridgewater.</i>
Kendall, Hannah Louisa *	
Leach, Sadie Martin . . . . .	<i>Belmont.</i>
Leary, Mary Josephine . . . . .	<i>North Raynham.</i>
Leonard, Mabel Watson . . . . .	<i>Quincy.</i>
Lyon, Edith Hamilton . . . . .	<i>East Taunton.</i>
Maloney, Katherine Elizabeth . . . . .	<i>Elmwood.</i>
McDougall, Emily Gould . . . . .	<i>Taunton.</i>
McLellan, Mary Butters . . . . .	<i>East Boothbay, Me.</i>
Merritt, Helen Sawyer . . . . .	<i>Hyde Park.</i>
Naylor, Jane . . . . .	<i>Dedham.</i>
Nickerson, Annie Bunker . . . . .	<i>Maynard.</i>
Noon, Grace Agnes . . . . .	<i>North Attleborough.</i>
O'Connell, Mary Agnes . . . . .	<i>South Walpole.</i>
Page, Lilian Etta . . . . .	<i>North Easton.</i>
Perham, Mary Lilian . . . . .	<i>Fairhaven.</i>
Peters, Martha Dunbar . . . . .	<i>Wilton, N. H.</i>
Pettee, Ida May . . . . .	<i>Fall River.</i>
Ramsey, Ethel Clifford . . . . .	<i>Middleborough.</i>
Randall, Emily Alice . . . . .	<i>Fall River.</i>
Reed, Charlotte Stetson . . . . .	<i>Everett.</i>
Ruggli, Clara Wilhelmina . . . . .	<i>Whitman.</i>
Sampson, Mary Frances . . . . .	<i>Cambridge.</i>
Souther, Blanche May . . . . .	<i>Quincy.</i>
Spring, Edna May . . . . .	<i>Somerville.</i>
Stearns, Elizabeth May . . . . .	<i>Hiram, Me.</i>
Strahn, Lucy Ellen . . . . .	<i>Greenfield.</i>
Studley, Flora Converse . . . . .	<i>Chelsea.</i>
Studley, Mabelle Freeman . . . . .	<i>Palmer.</i>
Sturtevant, Lottie Frances . . . . .	<i>Taunton.</i>
Swift, Nellie Celistia . . . . .	<i>New Bedford.</i>
Vogler, Barbara Earle . . . . .	<i>West Wareham.</i>
Wallace, Emma Frances . . . . .	<i>Atlantic.</i>
Westgate, Ethel Louisa . . . . .	<i>Antrim, N. H.</i>
Williams, Mabel Jennie . . . . .	<i>West Wareham.</i>
	<i>Uxbridge.</i>

Men, 1; women, 77.

\* Present first term of year.

## CLASS OF SEPTEMBER, 1896.

Avilés, Apolonio Manuel . . . . .	Monclova, Coah., Mex.
Calzada, Gabriel . . . . .	S. Pedro, Coah., Mex.
Gaona, Anastasio . . . . .	Saltillo, Coah., Mex.
Hollis, Everett Newton . . . . .	South Weymouth.
Moreira, Ruben . . . . .	Monclova, Coah., Mex.
Osuna, Prof. Andrés . . . . .	Saltillo, Coah., Mex.
Smith, Harry Allen . . . . .	North Easton.
Villarreal, Leopoldo . . . . .	Abasalo, Coah., Mex.
Babbitt, Miriam Folsom . . . . .	Berkley.
Balkam, Helen . . . . .	Hyde Park.
Blish, Rosabelle Ione . . . . .	Granby.
Bloom, Elvera Margaret . . . . .	Hyde Park.
Bowman, Alice Miriam . . . . .	Bridgewater.
Briggs, Lunetta Maria . . . . .	Dighton.
Bruce, Margery Cruickshanks . . . . .	Bondsville.
Burgoyne, Sarah Anne . . . . .	Fall River.
Cahill, Katheleen Frances . . . . .	East Pepperell.
Carney, Mary Catherine . . . . .	Adams.
Chadwick, Florence . . . . .	North Dighton.
Church, Isabel Barber . . . . .	Ashfield.
Churchill, Minnie Harris . . . . .	Bridgewater.
Copeland, Minnie Carson . . . . .	Townsend.
Corwin, Flora Maria . . . . .	Chelsea, Vt.
Crafts, Ellen Louisa . . . . .	Pembroke.
Cronon, Marguerite . . . . .	Canton.
Crowley, Julia Agnes . . . . .	Canton.
Davis, Carrie Isadore . . . . .	Taunton.
Davis, Linnie Gibbs . . . . .	Bridgewater.
Dickerson, Bertha Helen . . . . .	West Bridgewater.
Dillon, Lula Agnes . . . . .	Palmer.
Doane, Susan Maude . . . . .	New Bedford.
Drake, Caroline Torrey . . . . .	Easton.
Dunyon, Ethel Hill . . . . .	Roxbury.
Egerton, Ethel . . . . .	Newton Centre.
Fitzpatrick, Honora Ellen . . . . .	Stoughton.
Fletcher, Ethel Hyde . . . . .	Chelsea.
Gardner, Grace Foster . . . . .	West Hanover.
Gassett, Julia Keith . . . . .	Bridgewater.
Gregg, Anna French . . . . .	South Boston.
Hall, Edna J. . . . .	Baltimore, Md.
Hall, Katie E. . . . .	Baltimore, Md.

Healey, Catherine Emma . . . . .	Quincy.
Higgins, Elizabeth Lothrop . . . . .	Sandwich.
Hinds, Jane Eva * . . . . .	Taunton.
Holmes, Bessie James . . . . .	Fall River.
Hunt, Annie . . . . .	Bradford.
Leonard, Mabel Louise . . . . .	Taunton.
Lewis, Theresa Desire . . . . .	Centreville.
Mahoney, Mary Ursula * . . . . .	Norwood.
Maxim, Florence Estelle . . . . .	Taunton.
McManus, Katharine Agnes . . . . .	Ware.
Mitchell, Lottie . . . . .	South Easton.
Moulton, Stella Marie . . . . .	Chelsea.
Norman, Serafia . . . . .	West Bridgewater.
Nye, Ida Holmes . . . . .	Walpole.
O'Brien, Hannah Cecelia . . . . .	East Taunton.
O'Connell, Catherine Agnes . . . . .	Nantucket.
Pennell, Marion Brooks . . . . .	Chelsea.
Perry, Amelda Antoinette . . . . .	Bourne.
Pope, Mary Knox . . . . .	Whitneyville, Me.
Raymond, Orie Matilda * . . . . .	Milford, N. H.
Reeves, Edna May . . . . .	Adams.
Reily, Julia Agnes . . . . .	East Weymouth.
Reynolds, Annie Frances . . . . .	Fall River.
Sawyer, Julia Frances . . . . .	Harvard.
Seaver, Alice Emma . . . . .	West Roxbury.
Scully, Martha Cecilia . . . . .	Norwell.
Small, Bessie Mills . . . . .	Provincetown.
Smallwood, Lavina Wilson . . . . .	Melrose.
Smith, Lilian Eva . . . . .	Needham.
Stone, May Louise . . . . .	Melrose.
Sullivan, Margaret Mary . . . . .	Franklin.
Taylor, Georgiana Elizabeth . . . . .	Dover.
Tracy, Elisabeth Teresa . . . . .	Weymouth.
Tuson, Dora Belle . . . . .	Manchester, N. H.
Twiss, Bessie Louise . . . . .	New Bedford.
Walker, Mabel . . . . .	Waltham.
Warner, Lillian Adele . . . . .	Townsend.
Wentworth, May Hall . . . . .	Berwick, Me.
Westgate, Helen Mabel . . . . .	Somerville.
White, Phebe Alice . . . . .	Upton.
Wood, Augusta Mervine . . . . .	Boston.

Men, 8; women, 74.

\* Present first term of year.

**SUMMARY.**

			Men.	Women.	Total.
Post Graduate Course .	.	.	4	I	5
Special Courses .	.	.	0	II	II
Four Years' Course .	.	.	18	38	56
Intermediate Course .	.	.	8	8	16
Two Years' Course :					
September, 1894 .	.	.	0	7	7
September, 1895 .	.	.	I	77	78
September, 1896 .	.	.	8	74	82
Number for the year .	.	.	39	216	255
Number in the model school .	.	.	-	-	365
Number admitted this year .	.	.	13	101	114
Whole number admitted to the school .	.	.	1,220	3,124	4,344
Number graduated last year .	.	.	20	70	90
Whole number of graduates .	.	.	788	1,896	2,684
Number of graduates from four years' course .	.	.	120	105	225

## CALENDAR.

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1897.

### NORMAL SCHOOL.

JUNE 22.—Tuesday, public graduation.

JUNE 24 and 25.—Thursday and Friday, first entrance examination.

SEPTEMBER 7 and 8.—Tuesday and Wednesday, second entrance examination.

SEPTEMBER 9.—Thursday, school year begins.

NOVEMBER 23.—Tuesday night, Thanksgiving recess begins.

NOVEMBER 29.—Monday night, Thanksgiving recess ends.

DECEMBER 23.—Thursday night, Christmas recess begins.

1898.

JANUARY 3.—Monday night, Christmas recess ends.

FEBRUARY 1.—Tuesday morning, second term begins.

MARCH 25.—Friday night, spring recess begins.

APRIL 4.—Monday night, spring recess ends.

JUNE 21.—Tuesday, public graduation.

JUNE 23 and 24.—Thursday and Friday, first entrance examination.

SEPTEMBER 6 and 7.—Tuesday and Wednesday, second entrance examination.

1897.

### MODEL SCHOOL.

JUNE 21.—Monday night, school year ends.

SEPTEMBER 7.—Tuesday, school year begins.

NOVEMBER 24 to 30.—Thanksgiving recess.

DECEMBER 24 to JAN. 4, 1898.—Christmas recess.

1898.

MARCH 26 to APRIL 5.—Spring recess.

JUNE 20.—Monday night, school year ends.

SEPTEMBER 6.—Tuesday, school year begins.

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### SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 o'clock A.M. in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day. Accommodations during examination may be had at Normal Hall.

For information about the school and residence halls address the principal at Bridgewater.



